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ABSTRACT

The goal of the Elementary Counseling Project is to assist pupils to function more effectively socially, academically, and personally in their social environment. Specifically, the project seeks to improve the level of reading achievement as well as the personal and social behavior of selected pupils in the school setting. During the 1983-84 school year, 13 counselors carried out a variety of activities in 14 Chapter 1 eligible schools. The program was evaluated in terms of four specific objectives: (1) pupils who receive treatment will demonstrate a significant increase in reading achievement; (2) pupils who receive treatment will demonstrate improvement in classroom behavior; (3) a range of counseling services will be provided for pupils and the school community; and (4) at least two inservice sessions will be provided to program personnel. Data for evaluation were collected from five sources: Metropolitan Achievement Tests, Devereux Elementary School Behavior Rating Scale II, a pupil census, counselor activity logs, and inservice evaluations. (BW)

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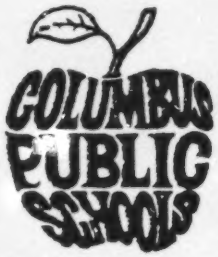
Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
MOTIVATIONAL AND SELF-IMAGERY DEVELOPMENT COMPONENT
ELEMENTARY COUNSELING PROJECT

July, 1984



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FINAL EVALUATION REPORT
MOTIVATIONAL AND SELF-IMAGERY DEVELOPMENT COMPONENT
ELEMENTARY COUNSELING PROJECT

July, 1984

Program Description

The Elementary Counseling Project began in the Columbus Public Schools during the 1965-66 school year. The focus of the project today, much as in the past, is to help each pupil receive maximum benefits from their educational experience.

The goal of the Elementary Counseling Project is to assist pupils to function more effectively socially, academically, and personally in their social environment. Specifically, the counseling project seeks to improve the level of reading achievement as well as the personal and social behavior of selected pupils in the school setting.

To reach this goal, the 1983-84 project employed 13 counselors (10 full time equivalents) who served 14 Chapter 1 eligible schools. The following schools were served during the 1983-84 project year.

Avondale	Cranbrook	Highland	Reeb
Beck	Dana	Linden	Southwood
Binns	East Linden	Meadry	Sullivant
Burroughs	Heyl		

During the 1983-84 school year, elementary counselors carried out a variety of activities aimed at improving reading achievement and behavior of selected pupils. These activities were carried out at many levels (e.g., pupil, small group, classroom, school, community).

Evaluation Objectives

Objective 1.0 Selected pupils who receive the minimum treatment program will demonstrate a significant increase in reading achievement. The minimum treatment program is defined as the counselor works with the pupil once on an individual basis or once in a small group and once in a classroom setting during a two week period.

Criterion 1.1 80% of the selected pupils who meet the treatment program criterion will exceed their expected growth in reading achievement. Expected growth will be determined by dividing the pupil's pretest grade equivalent by the number of months the pupil has been in school and multiplying that quotient by the length of the treatment program in months.

Criterion 1.2 The average growth in reading achievement for pupils who meet the treatment program criterion will be 1.5 NCE points for each month of the treatment period.

Objective 2.0 Selected pupils who receive the minimum treatment program will demonstrate improvement in classroom behavior. The minimum treatment period is defined as the counselor works with the pupil once on an individual basis or once in a small group and once in a classroom setting during a two-week period.

Criterion 2.1 80% of the selected pupils who receive the minimum treatment program will show improvement in one or more of 14 areas of classroom behavior as determined by the 14 factors of the Devereux Elementary School Behavior Rating Scale II (DESB II). These factors are: Work Organization; Creative Initiative/Involvement; Positive Toward Teacher; Need for Direction in Work; Socially Withdrawn; Failure Anxiety; Impatience; Irrelevant Thinking/Talk; Blaming; Negative/Aggressive; Perseverance; Peer Cooperation; Confusion; and Inattention.

Objective 3.0 To provide a range of counseling services for pupils and the school community.

Criterion 3.1 Evidence that elementary counselors provide individualized counseling sessions, small group instruction and large group counseling sessions for pupils in the school; conduct parent conferences, teacher/staff conferences, and make home visits; make referrals to community agencies and follow up such referrals; and make referrals to school special services staff (nurses, psychologists, et. al.)

Objective 4.0 To provide at least two inservice sessions to program personnel such that at least 80% of the inservice participants will rate each session as valuable in providing information that will assist them in carrying out their program responsibilities.

Evaluation Design

The evaluation design for the elementary counseling project called for the collection of data in four areas:

1. Standardized Achievement Test Information

The Reading Survey Test, of The Metropolitan Achievement Tests (MAT; Prescott, Balow, Hogan & Farr, 1978), was administered to

determine the achievement of the first objective in regard to reading improvement. The pretest of the MAT was administered in October, 1983 and the posttest in May, 1984. The test form and levels used at each grade level were:

Grade	Form and Level	Form and Level
2	JS Primer	JS Primary 1
3	JS Primary 1	JS Primary 2

2. Behavior Rating Scale Information

The Devereux Elementary School Behavior Rating Scale II (DESB II; Swift, 1982) was administered to determine the achievement of the first objective in regard to pupil behavior. The DESB II was completed by the classroom teachers in October 1983 and again in May 1984.

The DESB II was designed for use by teachers in describing the overt, classroom behavior of elementary pupils. This scale provides a profile of 14 factorially-determined dimensions of overt behavior that experienced teachers have judged as being related to classroom achievement. In addition, there exists sufficient research evidence to show that these 14 dimensions of behavior are related to classroom achievement (Swift, 1982). Previous research has also established the finding that teachers can make reliable and valid ratings with the DESB II when they have the pupil to be rated in class for a few weeks (Swift, 1982). The following behavior clusters are measured by DESB II:

Work Organization: The behavior measured by this factor identifies the degree to which the child carries out tasks and work assignments on his own in an orderly fashion, and completes that work on time. The factor consists of four items: 10, 36, 39, 45.

Creative Initiative/Involvement: The behavior measured by this factor is related to the quality of the child's personal, active and positive involvement in the process of learning. It reflects the extent to which he interacts with others about ideas, and introduces his own personal experiences and creations in a fashion which enriches the learning of other pupils. This factor consists of five items: 12, 16, 24, 29, 30.

Positive Toward Teacher: The behavior measured by this factor indicates the extent to which the pupil values the teacher positively and views his relationship with the teacher as warm and friendly. This factor consists of four items: 20, 31, 35, 49.

Need for Direction in Work: The behavior measured by this factor indicates the degree to which the pupil acts reliant upon others for guidance when confronted with academic work. The factor identifies the level of ability to make independent decisions, to hold opinions, and to take independent action without the support and direction of others. This factor consists of three items: 42, 43, 48.

Socially Withdrawn: The behavior measured by this factor identifies the pupil who not only does not participate in the activities of the classroom but avoids involvement and communication with peers as well. This factor consists of four items: 11, 21, 40, 46.

Failure Anxiety: The behavior measured by this factor is the fear of failure and anxious concern with anticipated inability to meet the achievement demands of the teacher and/or school situation. Not limited to test situations, the anxiety about meeting expectations reveals itself directly in the display of upset, crying, oversensitivity or anger when the child has difficulty understanding what is to be done. This factor consists of four items: 3, 7, 25, 50.

Impatience: The behavior measured by this factor is an inappropriate impulse by the pupil to surge forward in work without an adequate understanding of directions, and never thinking much about the quality of the educational product. This factor consists of four items: 1, 6, 17, 44.

Irrelevant Thinking/Talk: The behavior measured by this factor reflects a kind of talk and way of responding that is irrelevant to and often intrusive upon class discussions and activities. The pupil may answer questions in class, but his answers often have nothing or little to do with the questions. This factor consists of four items: 2, 9, 19, 22.

Blaming: The behavior measured by this factor indicates the extent to which the pupil expresses the feeling that external circumstances (e.g., the teacher, the work) are the sources of his difficulties. This factor consists of four items: 4, 13, 18, 41.

Negativism-Aggressive: The behavior measured by this factor indicates the extent to which the pupil's behavior is aggressive and negative toward peers, property and the rules of the classroom. This factor consists of four items: 14, 26, 27, 28.

Perseverance: The behavior measured by this cluster identifies the extent to which a pupil completes work even when extra effort is required, The cluster consists of two items: 23, 33.

Peer Cooperation: The behavior measured by this cluster is concerned with how a pupil relates to and works with peers. The cluster consists of two items: 32, 38.

Confusion: The behavior measured by this cluster depicts the extent to which pupils have difficulty gaining the meaning of what is to be done or what is being discussed. Thus they become confused about class work and unable to proceed on their own or answer questions. The cluster consists of three items: 5, 34, 43.

Inattention: The behavior measured by this cluster indicates the degree to which the pupil pays attention to the teacher and orients his thinking and interaction around the content of classroom work. The cluster consists of four items: 8, 15, 37, 47.

3. Pupil Census Information

The Pupil Census Form (PCF) was used to record descriptive data and data regarding the program treatment that pupils received. Counselors completed a PCF for each pupil in May 1984 (see Appendix A).

4. Counselor Activity Log Information

The Counselor Activity Log was used to obtain information regarding the counseling services provided and the targets of those services. Each counselor was randomly assigned to complete the log for one week during the months of October 1983 through May 1984 (see Appendix A).

5. Inservice Evaluation Information

The General Inservice Evaluation Form was completed by the counselor at the close of the inservice sessions conducted for the counselors during the 1983-84 school year (see Appendix A). This instrument was used to determine the number of sessions held and the ratings of the counselors regarding the value of the inservice.

Pupils in grades two and three who were referred by the classroom teachers because the pupils were one or more years below grade level as determined by the basal reading series; and the pupils were, in the judgment of the teachers, exhibiting behavior problems in the classroom, met the selection criteria for inclusion in the evaluation sample. From the list of pupils referred by the classroom teachers, pupils were randomly selected for project inclusion. Approximately 40 pupils were selected by each full-time equivalent counselor.

To be included in the MAT and DESB II analyses, a pupil had to have a pretest and posttest score on the respective instruments and have received at least 70% of the treatment program. The treatment program was defined as at

least one individual counseling session or one small group counseling session, and one classroom counseling session for each pupil every two weeks during the time between the pretest and posttest.

To determine if a significant increase occurred in reading achievement the expected rate of growth was computed for selected pupils who met the treatment program criterion. Expected growth was determined by dividing the pupil's pretest grade equivalent by the number of months the pupil had been in school and multiplying that quotient by the length of the treatment program in months. The types of scores utilized in the analysis were grade equivalents and normal curve equivalents (NCE's). NCE's give the truest picture of actual growth as opposed to percentiles and grade equivalents which are not equal units of measurement. NCE's are standard scores based upon percentiles, and are equal units of measurement along the normal distribution. In a normal distribution, the lowest possible NCE score is one and the highest is 99, with a mean of 50. At these three points only are NCE's and percentile scores the same.

Several analyses of the DESB II data were carried out in order to determine if the school behaviors of sample pupils improved during the year. These analyses included a comparison of the means of the pre-treatment and post-treatment factor scores and an examination of the number and percentage of pupils showing improvement.

Major Findings

To determine if Objective 1.0 and 2.0 were achieved efforts were made to collect Metropolitan Achievement Test (MAT), Devereux Elementary School Behavior Rating Scale II (DESB II), and Pupil Census Form (PCF) data on the pupils selected for inclusion in the evaluation sample. PCF data were collected on 284 pupils. Matched pretest-posttest MAT data were collected for 278 pupils. Of 277 pupils having matched pretest-posttest MAT and DESB II data, 50.9% (141) met the treatment program criterion and were included in the analysis. To meet the treatment criterion the pupil had to have a PCF that indicated that the pupil received at least one individual counseling session or one small group session, and treatment in the classroom setting every two weeks during the time between the pretest and posttest. For purposes of MAT analysis, the 141 pupils in the sample were comprised of two groups. Group 1 consisted of pupils who received the counseling treatment program and were served in an ECIA Chapter 1 compensatory reading program. Pupils in Group 2 received only the counseling treatment program. Overall, the composition of the sample was: 89 (63.1%) boys and 52 (36.9%) girls; 72 (51.1%) minority pupils and 69 (48.9%) non-minority pupils; and 75 (53.2%) second-graders, and 66 (46.8%) third-graders. Tables 1 through 3 contain further information regarding the sample composition.

To determine if sample pupils did have a significant increase in reading achievement, as stated in Objective 1.0, analyses of grade equivalents and NCE gain scores were done separately for Group 1 and Group 2. Results of these analyses are presented in Tables 4 through 6.

Table 1

Number of Pupils by Sex and
Ethnic Group by Grade Level

	Minority			Non-Minority			Total		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2	25	14	39	27	9	36	52	23	75
3	21	12	33	16	17	33	37	29	66
Total	46	26	72	43	26	69	89	52	141

Table 2

Number of Pupils by Sex and
Ethnic Group by Grade Level
for Group 1

	Minority			Non-Minority			Total		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2	17	12	29	20	6	26	37	18	55
3	14	10	24	12	16	28	26	26	52
Total	31	22	53	32	22	54	63	44	107

Table 3

Number of Pupils by Sex and
Ethnic Group by Grade Level
for Group 2

	Minority			Non-Minority			Total		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2	8	2	10	7	3	10	15	5	20
3	7	2	9	4	1	5	11	3	14
Total	15	4	19	11	4	15	26	8	34

Criterion 1.1 of Objective 1.0 was not achieved. The data concerning the percent of pupils exceeding the expected rate of growth in reading achievement is summarized in Table 4. These data indicate that 61.0% of all sample pupils exceeded the expected growth in achievement. Thus the 80% criterion was not met. The data indicated that Group 2 (the group receiving only counseling) had a smaller percentage of gains than Group 1 (the group receiving both counseling and Chapter 1 assistance). In fact, only 20 of the 34 pupils in Group 2 (58.8%) met or exceeded the expected growth in reading, whereas 66 of the 107 pupils in Group 1 (61.7%) met or exceeded the expected growth in reading. The percentage of pupils who met or exceeded Criterion 1.1 at each grade level was 57.3% at grade two, and 65.2% at grade three.

Table 4

Number and Percentage of Pupils Who Exceeded the Expected Rate of Growth Reported by Group Within Grade Level

Grade	Pupils	Group	Pupils Who Exceeded Expected	
			Number	Percent
2	55	1	31	56.4
	20	2	12	60.0
Subtotal	75		43	57.3
3	52	1	35	67.3
	14	2	8	57.1
Subtotal	66		43	65.2
Total	141		86	61.0

Criterion 1.2 of Objective 1.0 was not achieved. The data concerning NCE gain scores are summarized in Table 5 by group within grade level. The data indicate that the average NCE change score for all sample pupils was 8.2, which failed to achieve the criterion NCE mean change score of 10.5, or 1.5 NCE for each month of the seven month period of treatment.

Further analysis of the data contained in Table 5 indicates that pupils in grade two failed to achieve the criterion, while those in grade three achieved the criterion. In Group 1, grade two pupils showed a gain of 5.7 NCE points, and grade three pupils showed a gain of 10.5 NCE points. In Group 2, grade two pupils showed a gain of 7.6 NCE points and grade three pupils showed a gain of 10.6 NCE points. Group 1 pupils showed smaller NCE gains from pretest to posttest than Group 2 pupils. Although grade two pupils failed to achieve the criterion of 10.5 NCE growth set for them, progress in reading was nonetheless achieved, because the standard expected NCE change score for a pupil receiving no program treatment is zero.

Table 5

Means and Standard Deviations of the Pretest and Posttest Normal Curve Equivalents (NCE) Reported by Group Within Grade Level

Grade	Pupils	Group	Pretest		Posttest		Mean Change
			Mean NCE	Standard Deviation	Mean NCE	Standard Deviation	
2	55	1	27.2	13.9	32.8	18.4	5.7
	20	2	32.9	10.5	40.4	13.4	7.6
Subtotal	75		28.7	13.2	34.9	17.4	6.2
3	52	1	27.1	14.7	37.6	14.4	10.5
	14	2	35.0	14.0	45.6	14.1	10.6
Subtotal	66		28.8	14.8	39.3	14.6	10.5
Total	141		28.7	13.9	36.9	16.3	8.2

An analysis not specifically called for in the evaluation design was done with the NCE data. To determine if sample pupils did have statistically significant growth in reading achievement, a t-test of NCE scores was done separately for Group 1 and Group 2. Table 6 presents the results of this analysis. As indicated in the table, both groups did show statistically significant growth ($p < .001$) in reading.

Table 6

Means, Standard Deviation, and Associated t-Values of the Pretest and Posttest Normal Curve Equivalents (NCE's) Score

Group	Pupils	Pretest		Posttest		t-Values
		Mean	Standard Deviation	Mean	Standard Deviation	
1	107	27.1	14.2	35.2	16.6	5.86*
2	34	33.7	11.9	42.3	13.7	4.12*

*$p < .001$

To determine if improvement occurred in pupils' classroom behavior, as specified in Objective 2.0, pre-treatment and post-treatment DESB II factor scores were analyzed for the 141 pupils in the evaluation sample. These factor scores were derived from teacher ratings of 50 items related to pupil behavior in the classroom setting. For nine of the factors a negative condition is indicated when the factor score is at least one standard deviation above the mean of the norm group. For the remaining five factors a negative condition is indicated when the factor score is at least one standard deviation below the mean of the norm group. Data concerning the mean factor scores for pupils in the evaluation sample, for both pre-treatment and post-treatment assessments, are summarized in Tables 7 and 8.

An analysis of the data contained in Table 7 indicated that the mean factor scores of 11 factors showed some improvement by moving in a positive direction. The mean factor scores for three factors, Failure Anxiety, Irrelevant Thinking and Blaming, worsened from pre-treatment to post-treatment, but remained in a positive range for both assessments. One factor, Negative-Aggressive Behavior, improved slightly from the time of pre-treatment to that of post-treatment assessment, but remained in the negative range at both times.

The data contained in Table 8 indicate for each behavior factor the number and percent of sample pupils who were assigned negative factor rankings in the pre-treatment assessment and moved to positive factor rankings in the post-treatment assessment. The behavior factor with the greatest percentage of pretest pupils in the negative range was Peer Cooperation, (58.2%), while the factor with the least percentage of pretest pupils in the negative range was Failure Anxiety (16.3%). The factor showing the greatest percentage gain of pupils moving from a pre-treatment negative range to a post-treatment positive range was Impatience (60.0%), while that factor showing the least percentage gain was Blaming (30.8%). The Negative-Aggressive behavior factor, which had mean factor scores in the negative range on both the pre-treatment and post-treatment rankings, also showed a small (31.4%) percentage of pupils moving from the pre-treatment negative range to the post-treatment positive range. On average, 48.5% of the pupils with pre-treatment rankings in the negative range, moved into the positive range on the post-treatment rankings.

Table 7

Pre-Treatment and Post-Treatment Means
for DESB II Factor Scores

N = 141

Pupil Behavior Factors	Pre-Treatment Mean Factor Score	Pre-Treatment Factor Scores Which Indicate Negative Behavior	Post-Treatment Mean Factor Score	Post-Treatment Factor Score Improvement
1. Work Organization	11.5[a]	(less than 12)	12.9	yes
2. Creative Initiative/ Involvement	10.7	(9 or less)	12.9	yes
3. Positive Toward Teacher	12.8	(12 or less)	14.6	yes
4. Need for Direction in Work	12.9	(13 or more)	11.5	yes
5. Socially Withdrawn	11.7	(13 or more)	10.4	yes
6. Failure Anxiety	10.5	(15 or more)	10.7	no
7. Impatience	14.2	(17 or more)	13.7	yes
8. Irrelevant Thinking/Talk	9.9	(12 or more)	10.0	no
9. Blaming	8.1	(12 or more)	8.9	no
10. Negative-Aggressive	10.0[a]	(9 or more)	9.7[a]	yes
11. Perseverance	5.3	(5 or less)	6.0	yes
12. Peer Cooperation	6.9[a]	(7 or less)	7.8	yes
13. Confusion	11.4	(13 or more)	10.0	yes
14. Inattention	15.1	(16 or more)	13.8	yes

[a]In negative range

Table 8

Number and Percentage of Pupils Having Negative
Pre-Treatment Scores and Positive Post-Treatment Scores

N = 141

Pupil Behavior Factors	Number of Pretest Pupils in Negative Range	Percentage of Pretest Pupils in Negative Range	Number of Pupils Moving from Pretest Negative to Posttest Positive	Percentage of Pupils Moving from Pretest Negative to Posttest Positive
1. Work Organization	68	48.2	39	57.4
2. Creative Initiative/ Involvement	52	36.9	29	55.8
3. Positive Toward Teacher	67	47.5	36	53.7
4. Need for Direction in Work	61	43.3	27	44.3
5. Socially Withdrawn	48	34.0	25	52.1
6. Failure Anxiety	23	16.3	12	52.2
7. Impatience	40	28.4	24	60.0
8. Irrelevant Thinking/Talk	44	31.2	20	45.5
9. Blaming	26	18.4	8	30.8
10. Negative-Aggressive[a]	70	49.6	22	31.4
11. Perseverance	77	54.6	38	49.4
12. Peer Cooperation	82	58.2	37	45.1
13. Confusion	53	37.6	30	56.6
14. Inattention	62	44.0	28	45.2

[a]Mean Factor Score in negative range on both pretest and posttest

Additional analysis of the DESB II data revealed that of the 141 pupils having completed pre-treatment and post-treatment data, 133 (94.3%) pupils had at least one pre-treatment score in the negative range. Of the the 133 pupils, 112 (84.2%) had one or more of these scores in the positive range on the post-treatment ratings. Consequently, the DESB II data indicated that Objective 2.0 was achieved.

In addition to the services provided for the 141 pupils in the evaluation sample, elementary counselors provided services to another 137 pupils who were referred by classroom teachers, and had matched pretest and posttest MAT scores, but did not meet the program treatment criterion. Information regarding the services for each referred pupil was provided by counselors via the Pupil Census Form (PCF). The PCF indicated the type and frequency of services.

A summary of the activities carried out by the counselors with referred pupils is presented in Table 9. Nearly all of the 278 pupils were provided wih some individual or small group counseling, with 245 (88.1%) of the pupils having six or more individual sessions, and 275 (98.9%) of the pupils having six or more small group counseling sessions. The data also indicated that 270 (97.1) of the pupils were provided with guidance in the classroom group sessions. The counselors were also involved in some family counseling with 176 (63.3%) of the pupils. The counselor referred 24 (8.6%) of the pupils to social agencies. Of this number 14 (58.3%) were known to have received agency services. Overall, the data indicated that counselors employed individual, small and classroom group guidance techniques in working with the referred pupils.

Table 9

Frequency of Counselor-Pupil Contacts
by Type of Service Provided

N = 278

Type of Service	Categories of Frequency of Pupil Contacts				
	None	1-5	6-10	11-15	16 or More
Individual Contacts	3	30	57	92	96
Small Group Sessions	1	2	66	71	138
Classroom Group Sessions	8	107	56	59	48
Family Counseling	102	158	11	7	0

The third objective in the evaluation design stated that counselors would provide a range of counseling services to various target groups. The instrument used to collect data regarding this objective was the Counselor Activity Log. A Counselor Activity Log was completed for each of the 14 schools served by counselors for one week periods from October 31, 1983 to May 18, 1984. A summary of the data from the Counselor Activity Log appears in Appendix B.

An interesting way of summarizing the data from the Counselor Activity Logs is to look at what occurs during an "average" week of an elementary counselor. During the average week the counselor conducted eight individualized counseling sessions, each lasting approximately 20 minutes; provided six small group sessions, each lasting approximately 30 minutes; conducted five large group or classroom sessions, each lasting approximately 32 minutes; participated in four parent conferences and 12 teacher or staff conferences; made one home visit; made one referral to a community agency; made two follow-ups of referrals to community agencies; made four referrals to school specialists, such as psychologists, nurses, etc.; and participated in various other activities such as organizing assemblies, calling parents, supervising student council activities, or coordinating testing programs at the building.

The evaluation data indicated the objective was achieved. The analysis of the data revealed counselors did provide a wide range of services, and worked at many different levels, e.g., community, school, and classroom.

In order to determine if Objective 4.0 was achieved, counselors were requested to respond to a General Inservice Evaluation Form at the close of each of four inservice sessions. A summary of the responses made by counselors to the evaluation survey is found in Table 10. The rating scale used for the four items was (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree.

Across the four sessions, inservice data were obtained from 72 respondents. The data indicated 98.6% agreed or strongly agreed that the meetings were worthwhile, 100.0% agreed or strongly agreed that the information presented would be of program assistance, 100.0% agreed or strongly agreed that there was time to ask questions, and 98.6% agreed or strongly agreed that questions were answered adequately. Therefore, Objective 4.0 was fully achieved.

Comments from counselors indicated that information and materials, as well as discussions with presenters were the most valuable parts of the meetings provided. Counselors indicated that the least valuable parts of the presentations were information that was already available or not geared to counselors' needs. For the most part, counselors wanted more information concerning how to help students with special needs, more inservice on the new reading series, guidance techniques, and learning styles.

Table 10

Average Response and Percent of Responses
For Reactions to Inservice Statements

Statements	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1. I think this was a very worthwhile meeting.	71	4.6	0.0	0.0	1.4	33.8	64.8
2. The information presented in the meeting will assist me in my program.	71	4.7	0.0	0.0	0.0	33.8	66.2
3. There was time to ask questions pertaining to the presentation.	72	4.7	0.0	0.0	0.0	34.7	65.3
4. Questions were answered adequately.	72	4.6	0.0	0.0	1.4	34.7	63.9

Summary/Recommendations

The 1983-84 elementary counseling project had four objectives. First, selected pupils who received the minimum treatment program would demonstrate a significant increase in reading achievement. Criterion 1.1 stated that 80% of the selected pupils would exceed their expected growth in reading achievement; and Criterion 1.2 indicated that pupils would have an average growth of 1.5 normal curve equivalent (NCE) points for each month of the treatment program. Second, 80% of the selected pupils who met the treatment program criterion would show improvement in one or more of the 14 areas of classroom behavior as determined by the Devereux Elementary School Behavior Rating Scale II (DESB II). Third, counselors would provide a range of counseling services to various target groups, with evidence that such services were provided. Fourth, counselors would be provided at least two inservice sessions, and 80% of the counselors at each session would rate the inservices as valuable in assisting them to carry out their program responsibilities.

To determine if a significant increase in reading achievement did occur, matched pretest-posttest Metropolitan Achievement Test (MAT) data were collected on 278 second and third grade pupils. These pupils had been referred by the classroom teachers because they were one or more years below grade level in reading and were having behavior problems in the classroom. Of the 278 pupils, 141 (50.7%) met the program treatment criterion and comprised the evaluation sample. For purposes of analyzing the MAT reading achievement data,

the 141 pupil sample consisted of two groups. Group 1 was comprised of pupils who received the counseling treatment and were served in a compensatory reading program. Group 2 received only the counseling treatment.

The analyses of the MAT data showed that Objective 1.0 was not achieved. First, of the 141 sample pupils, 86 (61.0%) had gains greater than expected. Thus, the 80% criterion was not met. Second, the average NCE growth was 8.2. Thus, the 10.5 criterion was met. In interpreting the NCE change data it should be kept in mind that the expected NCE growth for pupils receiving no treatment is zero. Pupils did show growth in reading. However, on average the sample pupils did not meet the ECIA Chapter 1 growth guideline of 1.5 NCE point for each month of treatment. Further analyses of the MAT pretest-posttest data indicated that there was statistically significant NCE growth for pupils in the evaluation sample.

To determine if improvement occurred in the area of social and personal behavior within the school environment, pre-treatment and post-treatment DESB II data were collected on pupils in the evaluation sample. The analyses of the DESB II data revealed that pupils did show improvement in 11 of 14 factors of school behavior measured by the DESB II. The data indicated that of the 141 pupils having complete pre-treatment and post-treatment DESB II data, 133 (94.3%) pupils had at least one pre-treatment score in the negative range. Of the 133 pupils, 112 (84.2%) had one or more of these scores in the positive range in the post-treatment ratings. The DESB II data indicated that Objective 2.0 was achieved.

In addition to the services provided the 141 pupils in the evaluation sample, elementary counselors provided services to 137 additional pupils who were referred by classroom teachers, but did not meet the program treatment criterion. Information regarding the services provided each referred pupil was reported on the Pupil Census Form (PCF). The PCF data for pupils with both pretest and posttest scores (278) indicated that (245) 88.1% were provided with six or more individual sessions and (275) 98.9% were provided with six or more small group counseling sessions. The data also indicated that 270 (97.1%) of the pupils were provided with guidance in the classroom setting. The data revealed that counselors tended to employ individual, small group and classroom guidance techniques in working with pupils.

To determine if counselors did provide a range of counseling services to various target groups, the Counselor Activity Log was maintained. Each counselor completed a log for a one week period during the project. The Counselor Activity Log data indicated that the third objective was achieved. Evaluation data revealed that elementary counselors provided a wide range of services to pupils and building personnel and worked at many different levels (e.g., community, school, classroom).

Inservice data indicated that the fourth project objective was achieved. Counselors responded favorably to the meetings provided for them and perceived: (a) the meetings were worthwhile; (b) information presented was of benefit; (c) there was adequate time to ask questions; and (d) that questions were answered adequately.

The analyses of the evaluation data and information gathered informally through the course of conducting the evaluation of the project served as the basis for recommending that:

1. If direct reading improvement services continues to be a responsibility of the project, counselors should direct more of their efforts to second grade pupils, and particularly those pupils referred to them who are also being served by other compensatory reading programs. These pupils scored lower than other sample pupils.

2. Although counselors are assigned a wide range of activities by their principals, the primary focus of their efforts should be to effectively work on project activities which include direct services to pupils and building level counseling activities.

3. If the project is to be funded by the General Fund in the coming school year, the purpose, objectives, and activities of the elementary counselor will need to be reviewed and possibly modified.

References

Prescott, G. A., Balow, I. H., Hogan, T. P., & Farr, R. S., Metropolitan Achievement Test. New York: Psychological Corporation, 1978.

Swift, M., Devereux Elementary School Behavior Rating Scale II. Devon, Pa.: Devereux Foundation, 1982.

APPENDIX A

COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio PUPIL CENSUS FORM

LAST NAME | FIRST NAME | M. I. | SEX | TEACHER NUMBER

SCHOOL | H. R. | GRADE

25

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

TEACHER NUMBER									PROGRAM CODE				
2	9	5	3	4	6	5	1	1	8	4	0	5	0

STUDENT						SCHOOL			GRADE		SEX
6	7	6	7	8	0	3	2	4	0	2	M

MALE ●

FEMALE ○

TOTAL DAYS OF PROGRAM ENROLLMENT			TOTAL DAYS OF PROGRAM ATTENDANCE			HOURS OF INSTRUCTION PER WEEK			
1	2	3	4	5	6				

22

NCS Trans Optic 08 8153 32 TM

1. WAS THIS A NON-ENGLISH SPEAKING STUDENT? (SEE MEMO).
   YES NO

2. # INDIVIDUAL COUNSELING CONTACTS WITH THIS PUPIL?
   NONE 1-5 6-10 11-15 16 OR MORE

3. # SMALL GROUP SESSIONS WITH THIS PUPIL?
   NONE 1-5 6-10 11-15 16 OR MORE

4. # CLASSROOM GROUP SESSIONS WITH THIS PUPIL?
   NONE 1-5 6-10 11-15 16 OR MORE

5. # FAMILY COUNSELING SESSIONS WITH THIS PUPIL?
   NONE 1-5 6-10 11-15 16 OR MORE

6. # TOTAL SESSIONS WITH THIS PUPIL?
   NONE 1-5 6-10 11-15 16 OR MORE

7. DID YOU REFER THIS PUPIL TO A SOCIAL AGENCY?
   YES NO

8. IF YES TO QUESTION 7, DID THE PUPIL RECEIVE SERVICES?
   YES NO

9. DID YOU WORK WITH THIS PUPIL AT LEAST ONCE EVERY TWO WEEKS INDIVIDUALLY OR IN A SMALL GROUP ? YES NO

10. DID YOU WORK WITH THIS PUPIL AT LEAST ONCE EVERY TWO WEEKS IN A CLASSROOM SETTING ? YES NO

23

Counselor Name_____ School_____

DPPF Elementary Counseling Project

COUNSELOR ACTIVITY LOG
1983-84

I. Please complete the following log, based on the amount of time devoted to such activities during the assigned week.

Activity:	Average Number of Sessions/Contacts Per Week:	Average Number of Students Per Session:	Average Number of Minutes Per Session:
Individualized Counseling Sessions			
Small Group Counseling and Instruction			
Large Group Guidance (Classroom) Sessions			
Job Development and Career Education Instruction			
Parent Conferences (in school)			
Teacher/Staff Conferences			
Home/Visits			
Referrals to Community Agencies			
Follow-ups of Referrals to Community Agencies			
Referrals to School Special Services Staff (Psychologists, etc.)			
Follow-ups to Special Staff			
Other:			

II. Please estimate the total number of students in your building(s) needing counseling services, but who are not being served. _____

III. Indicate on the reverse side any exemplary school programs, activities, etc. with which you are involved as an elementary counselor.

ES 10/83

GENERAL INSERVICE EVALUATION FORM

Inservice Topic: _____

Presenter(s): _____

_____

Date: _____ (e.g., 7/15/79)

Session: ___a.m. or ___p.m.

Fund: (circle only one)
(1) ESEA (2) DPPF (3) General
(4) Other (Specify)_____

Program: (circle only one)
(1) ADK (2) Aides (3) BMIP (4) CLEAR-Elem (K-5)
(5) CLEAR-Middle (6) Elem. Couns. (7) HSCA
(8) OND (9) PREK (10) SDR (11) Regular Teacher
(12) Other (Specify)_____

Circle the number that indicates the extent to which you agree with statements 1-4.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I think this was a very worthwhile meeting.	1	2	3	4	5
2. The information presented in this meeting will assist me in my program.	1	2	3	4	5
3. There was time to ask questions pertaining to the presentation.	1	2	3	4	5
4. Questions were answered adequately.	1	2	3	4	5

5. What was the most valuable part of this meeting?_____

_____

6. What was the least valuable part of this meeting? _____

_____

7. What additional information or topics would you like to see covered in future meetings? _____

_____

_____

DES 8/81

APPENDIX B

DPPF Elementary Counseling Project

SUMMARY
COUNSELOR ACTIVITY LOG
1983-84

Activity:	Number of Sessions/Contacts Per Week:	Average Number of Students Per Session:	Average Number of Minutes Per Session:
Individualized Counseling Sessions	253	1.0	19.6
Small Group Counseling and Instruction	85	5.6	29.6
Large Group Guidance (Classroom) Sessions	74	27.1	31.8
Job Development and Career Education Instruction	6	5.7	6.8
Parent Conferences (in school)	59		
Teacher/Staff Conferences	164		
Home/Visits	17		
Referrals to Community Agencies	20		
Follow-ups of Referrals to Community Agencies	29		
Referrals to School Special Services Staff (Psychologists, etc.)	55		
Follow-ups to Special Staff	48		
Other:			